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AUTHOR Fox, David B.
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ABSTRACT

This paper describes the College of Professional Studies at the University of San Francisco, which emphasizes the integration of classroom and experiential learning. The Human Relations and Organizational Behavior program, a behavioral science approach to human resource management which uses an applied psychology curriculum, is described in detail in Appendix A. The process by which students petition through the University Assessment Center for experiential learning credit acquired prior to admission is detailed. The Prior Learning Portfolio, in which students demonstrate and document the equivalent of college level learning gained through experience is described. Course instructions for constructing the portfolio, the competence statements, and experiential learning essays by which learning is evaluated are explained. Conceptual models used in the course and a sample competence statement and learning essay are provided. The controversy involved in granting academic credit for experiential learning is considered; quality control issues are enumerated and explained. The rationale for granting experiential learning credit in psychology is included in Appendix B, along with sub-area competence requirements in observational interviewing, community involvement, personal/social adjustment, psychological counseling, group processes, drug education, humanistic psychology, child development, and developmental psychology. (NRB)

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ACADEMIC CREDIT FOR EXPERIENTIAL LEARNING IN PSYCHOLOGY: LEARNING THROUGH DOING

David B. Fox, PhD

University of San Francisco

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Presented to the Annual Convention of the American Psychological Association, Los Angeles, 1981.

The College of Professional Studies (originally the School of Continuing Education) of the University of San Francisco was established in 1975 to administer undergraduate and graduate programs that integrate experiential and classroom learning. Undergraduate students are working adults with some history of college and who are career mobile (Johnson and Fox, 1979). They are brought together in learning groups of 16 to 25 throughout California. The group's academic year begins when the group starts its program; students remain together throughout the year with a base instructor who teaches most of the major courses. Classes are held once a week for four hours with students expected to devote an additional 15-20 hours per week outside of class. A structured, predesigned and distributed curriculum has been developed as one means of quality control such that students are studying the same principles and concepts. The curriculum is delivered through a combination of lecture, seminar, small group work and discussion, and field work so that students are encouraged to be active in the learning process. Theory is presented in the context of application so that the material covered is both academically sound and practically relevant; the integration of experiential and classroom learning is a major focus of the program.

The BS in Human Relations and Organizational Behavior (HROB)* has the highest enrollment of all programs offered within the college (Fox and Allardice, 1980). It is a behavioral science approach to management and employs an applied psychology curriculum. While there are different strategies for managing an organization, HROB emphasizes a human resource model. The curriculum is designed to enable the student to develop a conceptual framework for and skills in dealing with the worker, from top management to rank and file, as a total person and with the organization as a part of a total social environment. The program has as its broad objectives the following:

1. To offer an education that is both academically sound and relevant to the student's career objectives, through a theory and application curriculum,

2. To help the student develop a high level of competency in the human skills involved in management of human resources,

3. To develop in the student the kind of sensitivity that will make him/her more effective in dealing with other people by providing the opportunity to study and examine interpersonal skills,

4. To provide the technical skills necessary to understand and evaluate the data on which managers and staff must base their decisions,

5. To provide an understanding of the ethical issues with which managers are confronted,

6. To provide the student with the background and qualifications needed for a wider range of career choices.

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*For a more complete description, see Appendix A

Most students enter the program with either an AA degree or the equivalent of two years of college. Enrollment in HROB provides them with a major, residency, and the opportunity to complete a Bachelor's degree in about a year's time. Preliminary investigation (Silverthorne et al, 1981) suggests that those students who are successful (complete the program) tend to be inner-directed, have high self-esteem and see the program as making their job more challenging.

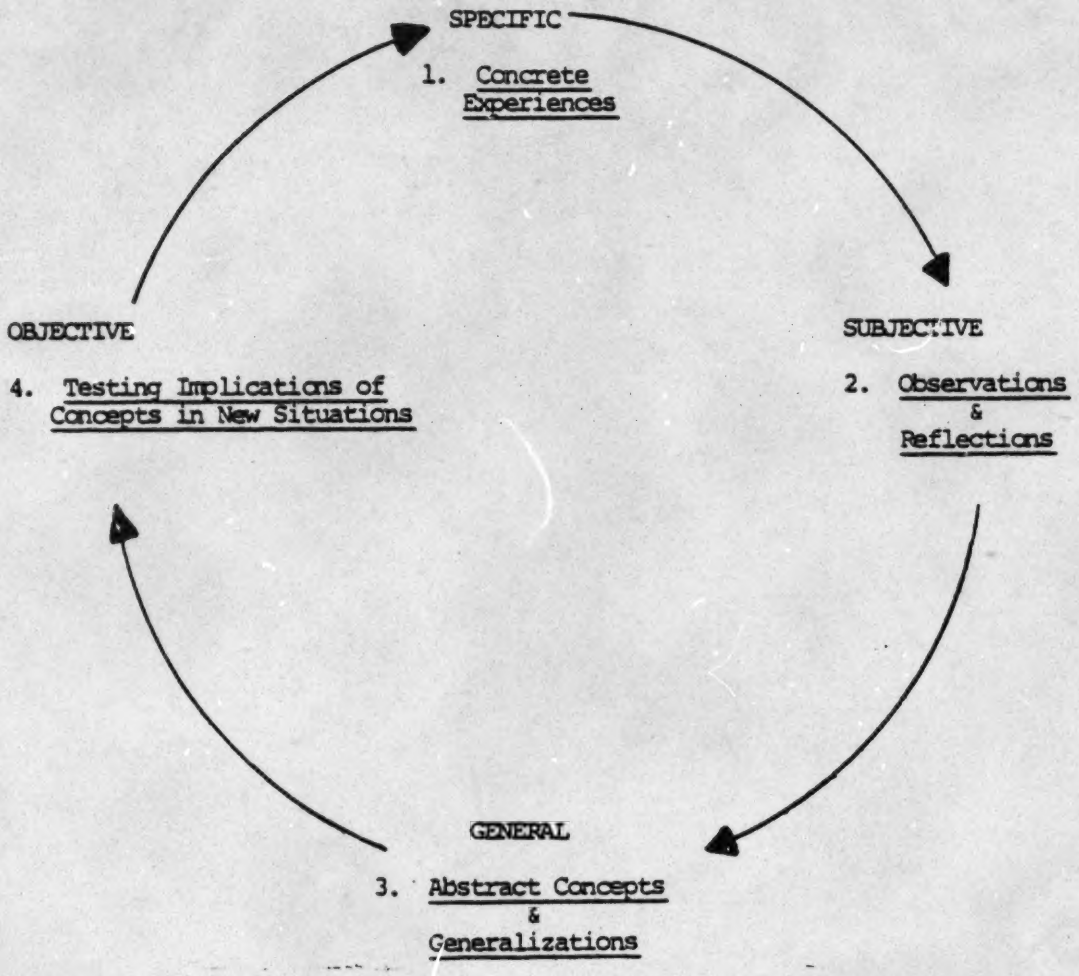
The concept of learning from experience is far from new; it has existed in various forms from the Socratic dialogues to the medieval guilds, to the more modern educational theories of Whitehead and Dewey. Many educational systems have included practical experience in addition to formal education. In contrast to classroom learning, experiential learning is not confined to a specific time and place but rather is limitless in terms of environment and length of time involved. What is emphasized is knowledge of learning outcomes. Experiential learning can also be contrasted to classroom learning in terms of process. In a typical classroom situation a student first receives information, then organizes the information in order to understand the general principle, then from the general principle infers a specific application, and lastly applies the knowledge that has been gained. The experiential learning process is a reverse of this sequence, going from an actual specific learning experience to observing and understanding it, to understanding the general principle, to being able to apply it in a new situation.

> "Experiential learning refers to learning in which the learner is directly in touch with the realities being studied. It is contrasted with learning in which the learner only reads about, hears about, talks about, or writes about these realities but never comes in contact with them as part of the learning process... Put another way, experiential learning typically involves not merely observing the phenomenon being studied but also doing something with it, or applying the theory learned about it achieve some desired result..." (Keeton and Tate, 1978, p. 2).

Through the University Assessment Center students may petition for credit for experiential learning acquired prior to admission, thereby meeting University degree and graduation requirements. The vehicle for petitioning the University for experiential learning credit is the Prior Learning Portfolio in which the student demonstrates and documents the equivalent of college level learning gained through experience. Extensive instruction is provided in the first course to enable the construction of the portfolio, the competence statements and experiential learning essays by which learning is evaluated. As indicated above, this classroom learning moves from the general to the specific, from conceptual understanding to the writing of experiential learning essays. Kolb's (1976) model of a learning circle presented in Figure 1 is utilized to establish a framework for the interdependent relationship between experience and learning; only concrete experience that is reflected upon, conceptualized and tested in new situations will yield its full measure of learning. Credit for experiential learning, which moves from the specific to the general, will depend on how well a student demonstrates this complete learning process.

Figure 1

Kolb Learning Model



Once the conceptual base has been established, the focus of instruction is upon the writing of a competence statement, a summarization of skills and knowledge gained through experience. The goal is to help the student begin to articulate the difference between experience and learning; having clearly stated competencies enables the student to better reflect on how each was developed (the learning process) through specific experiences and becomes the first step in the writing of an experiential learning essay. Figure 2 presents the model employed for constructing a competence statement and Figure 3 a sample competence statement by which the student is petitioning the University for credit in Basic Principles of Psychological Counseling (Portfolio Handook, 1980, pp. 39-40).

Figure 2

MODEL FOR CONSTRUCTING COMPETENCE STATEMENT THAT WILL APPEAR ON PETITIONS

KNOWLEDGE/THEORY

	A. Theoretical Aspect of a Discipline Area		B.		C. How Knowledge is Applied (General Skills)		D. Demonstration of Competence (Specific Skills)*
I know the	techniques approaches processes treatments research techniques functions	of	Sub-area/Emphasis	and can	apply assist analyze relate plan compare write design summarize organize	enter description	description of achievement that demonstrates the use of your learning/ the specific skills you demonstrate.

SAMPLE COMPETENCE STATEMENTS

1. I know the	research techniques	of	social science	and can	design a program evaluation form	to validly determine the effectiveness of my corporation's staff development program.
2. I know the	functions	of	group leadership	and can	plan and organize	to initiate an ongoing single parents support group.
3. I know the	techniques	of	systems analysis	and can	analyze the development of a computer system	to identify various design, cost and implementation factors that have affected various projects I have worked on.

* The length and number of your competence statement(s) may vary depending on the nature and number of competencies and skills you are listing. The statements should be at least one sentence long, but you may need two or three sentences to state your specific skills clearly and completely.

7

6

Figure 3

SAMPLE PETITION*

FOR THE EVALUATOR:

☐ This student is in the final phase of evaluation. If you desire additional information, please alert the specified program associate so that he/she can arrange an interview.

☐ Please give any necessary feedback to the program associate.

PETITION

ACADEMIC CREDIT FOR PRIOR LEARNING EXPERIENCE

Student Assessed	Program Associate	Program/Group Number

Suggest Appropriate AREA/DISCIPLINE: PSYCHOLOGY

Suggest Appropriate SUB-AREA/EMPHASIS: BASIC PRINCIPLES OF PSYCHOLOGICAL COUNSELING

COMPETENCE STATEMENT: I know the techniques of psychological counseling and understand the communication process between client and counselor. I can assist clients to identify and clarify problems. By employing active and empathetic listening during the interview I am able to recognize and avoid playing "games" and therefore achieve solutions acceptable or initiated by the client.

PAGES IN PORTFOLIO: (Include Volume & Section) Volume 2, Section V, pp. 139-147 and Volume 3, Appendix, pp. 219-232.

Most students enter the program with either an AA degree or the equivalent of two years of college. Enrollment in HROB provides them with a major, residency, and the opportunity to complete a Bachelor's degree in about a year's time. Preliminary investigation (Silverthorne et al, 1981) suggests that those students who are successful (complete the program) tend to be inner-directed, have high self-esteem and see the program as making their job more challenging.

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Figure 4

SAMPLE ESSAY

BASIC PRINCIPLES OF PSYCHOLOGICAL COUNSELING*

Counseling is an interpersonal helping procedure which begins with a client's self-exploration. This exploration helps the client identify behavior that are self-defeating or require upgrading. With the help of the counselor, the client decides which counterproductive behaviors can be changed. Then the counselor helps the client set goals that involve more positive thinking and feeling. These goals will lead to the acquisition of new, self-enhancing behaviors.

This report will address my experience in administering a program of social services, which includes counseling of a rehabilitative nature. This program is conducted through the Service League, a private non-profit agency, supported by United Way and under contract with San Mateo County to provide humanitarian and rehabilitative services to persons with a jail involvement, helping them while in jail and in making the transition into the community. The agency is also available to assist individuals with a past jail connection later if they need this help and assists families of inmates and former inmates.

During the eleven years I have been with the Service League, I have had a variety of counseling experiences, both observed and participatory, with clients. I have also been involved in designing the agency's counseling programs and administered them as agency Executive Director.

I have learned that a major counseling technique is interviewing the client. In a helping relationship, counseling begins with an interview. The interview serves several purposes. It gives me information regarding the problems as the client perceives them and it also helps the client clarify for himself what is troubling him. It gives the client an opportunity to check out assumptions he may have about the client.

Notice how the writer sets up a theoretical framework into which she later puts specific skills.

Description of the work setting.

Brochures/pamphlets from this organization would be helpful as documentation.

Notice how the writer has moved from theory to the specific tasks she has accomplished. Her use of first person demonstrates her active doing.

Writer here introduces a specific skill, the process of interviewing.

*Special thanks to Elizabeth Gheleta, HROB-153, for contributing this essay.

I have found that as a counselor and professional helper, the first important thing I must do is listen. I have had training in and employ both active listening and empathetic listening. Both of these employ a feedback of assumptions or conclusions on my part which can then be confirmed or negated by the client. Empathetic listening, as opposed to active listening, centers on listening for feelings and emotions. As I listen, I encourage the client to re-define what he is saying by my feedback, so that it is more likely that I am really hearing what he is saying. An unconfirmed assumption on the part of the counselor has no place in the helping relationship.

Most often, the client wants me to do something to take care of his problems. I have learned that unless the solution is one we mutually arrive at, and one that agrees with his thinking, it will not be acceptable and generally will not be followed. If it is followed, it may be done in such a way to prove that it doesn't work. To get to a mutually acceptable solution, I discuss the various alternatives that may exist. I must not think that I have a perfect answer or even all the alternatives. Often the client knows what the best alternative for him would be and our counseling helps bring this out.

Counseling workshops that I have participated in through the State Department of Health and Welfare Training Program in Berkeley and through Canada College, stress that a truly effective helper does not give advice or offer a solution. My working experience has confirmed this, although in crisis counseling, where the most obvious problem is a basic need, obviously I would offer a solution such as emergency housing or food.

The writer breaks the process of interviewing into even more precise skills.

Notice how, through reflection, the writer has arrived at an understanding of her role.

Here the writer would offer documentation (syllabi, certificates, etc.) to verify training. This documentation may appear following the essay or in an appendix.

Our agency staff and volunteers have had training in Transactional Analysis, which is the counseling modality the Service League introduced to the Sheriff's Honor Camp and which is used by the counseling deputies there. The basic concepts of this modality are that we all interact with others from three ego states — parent, adult, and child. Inappropriate use of an ego state results in a negative interaction or transaction (game). Some people lead a game-filled existence, losing the honesty of reality or being genuine. Although we do not use any of the terminology with clients in counseling, I recognize a number of the classic games, such as "yes, but," "cops and robbers," "wooden leg," or "nigysob." Recognizing a game helps a counselor not get caught in it, and concentrate on helping the client identify and deal with self-defeating processes.

A very common game we experience is the Rescue Triangle. This is a three-party transaction. The rescuer is the person who attempts to solve someone else's problem. The someone else, usually the client initially, is the victim, with whoever is causing the problem, according to the victim, being the persecutor. The game occurs when the victim, who is the only one who can solve his own problem, turns against the rescuer (who may be promoting a solution to the problem that the victim does not wish to accept) and becomes the persecutor. The rescuer then becomes the victim. The original persecutor (wife or police) may or may not remain in the game as the rescuer. I have seen a wife do this in counseling, and I think a common example is when she does this after calling the police to subdue a hostile husband. The rescue triangle is a common trap for people inclined to be helpers or working in social services like myself.

"Yes, but" is another very common game. The client may not be willing

The writer moves back to theory.

The writer introduces conceptual terminology of Transactional Analysis. Here is an opportunity to enclose an annotated bibliography of books in the field of counseling.

The writer shows in this and following paragraphs how concepts can be applied in actual settings.

to accept any of the alternatives we have identified. My reaction to this is to ask, "What do you think you can do about this?" Sometimes, he really does not want to do anything, in which case, we might postpone any decision until he is ready to work.

I have learned that even the client reluctant to do anything to help himself genuinely wants his emotional pain resolved. The client in crisis is caught in his problem and cannot "see the forest for the trees." If the problem is of a more permanent long-range type, I can only help h m resolve it if he has the patience and motivation to work towards a solution.

A young man who had been out of jail for two months was on heroin again and desperate. He said he didn't know what to do. He was shaking visibly, needing a fix. I listened to what he had to say, clarifying through feedback questions so that I would not misinterpret the information he was giving me. I asked him what kinds of things he had done before when going off drugs (alternatives). He mentioned that he had taken part in several drug programs in the past. At first he didn't think there were any he could return to. Then after some discussion, he decided he wanted to get back into one drug program, if they would take him, which he doubted, (his solution). I encouraged him to contact the program from our office, which he did. They could not admit him that day, but were willing to admit him the following day. His need then was for lodging away from the neighborhood where his friends and drugs existed and transportation to the program the following day. I was able to arrange these, and he did enter the program.

Counseling in the helping relationship should avoid building dependence. It has been my experience that the counselor can be seen as a crutch, and

The writer notes another counseling principle and follows with an example to support and clarify it.

someone to run to anytime a problem appears. I have learned that an important part of the counseling relationship is that of the counselor's giving the client permission to start dealing with his problems himself and ending the relationship. This closing of the relationship needs to occur in order to avoid an ongoing dependent relationship.

In social services, sometimes the dependence is supported by a counselor's dependence on the client. A workshop I attended in Berkeley through the State Health and Welfare Department demonstrated this through an exercise where each participant was given a walnut. Several procedures of learning to identify your walnut and decide why it was better than the others followed. The final outcome was that people got extremely attached to their walnut, funny as that may sound. No one was willing to trade his/her walnut for another, and several people even ate their walnuts rather than return them at the end of the exercise. This exercise demonstrated how attached people can become to objects (or people) as the exercise was related to working with clients in social services in the subsequent programs.

In order for counseling to be effective, it must start with communication between client and counselor. It must be centered around the problems the client perceives. It needs to explore alternatives acceptable to the client. Specific goals or actions need to be determined, initiated accepted by the client and carried out. The positive behavior needs to be practised for long-term results. The counselor needs to provide feedback and support to the client in his efforts. The relationship has to have an ending as a particular problem is resolved or when the client decides to discontinue working on it. These are my conclusions based on my particular experience in counseling.

The writer should provide documentation.

The example might have been more effective if the writer had used a personal counseling experience rather than a classroom exercise.

Notice how the writer ties together each major point in the essay.

2. Standards, developing competence requirements that will allow for the measurement of learning

3. Plagiarism, knowing the work a student submits is his/her own.

4. Reliability of evaluation, ensuring that two faculty members reading the same essay are consistent in their evaluation.

Quality control issues and faculty attitude notwithstaning, the College of Professional Studies is committed to the experiential learning model. Such a model creates a space within the University for adult students who have learned from experience and, thus, allows them the opportunity to continue and complete their formal education. More important, the portfolio process encourages life-long learning by establishing another framework for critical thinking, one that can be used both in and out of the classroom. The challenge is to make it work, to require students to demonstrate to the academic and professional community the rigor that will make experiential learning the academic peer of classroom learning.

Appendix A

HUMAN RELATIONS AND ORGANIZATIONAL BEHAVIOR

Nature of the Program: Students, Pedagogy, Instruction

Students in HROB are working adults who have chosen to enter the program for different reasons: career change, acceleration or mobility, job security, completing something unfinished. They have a breadth of experience -- personal, social and organizational -- that they bring to the classroom. As such, students have much to offer to (as well as to gain from) the learning environment. Each student is a learning resource; the skills and experience of the students as well as the instructor are encouraged and utilized in building an ever-increasing, in-depth understanding and integration of the management process.

Other aspects of the educational philosophy and method of instruction contribute to the program's uniqueness. Each learning group, composed of 16 to 25 students, starts and remains together during the program year. As cohesiveness and group process develop, so does the richness of the learning environment. This process is enhanced by having a base instructor who also remains with the learning group throughout the year. While additional instructional resource people take part in the academic experience at different times, the base instructor becomes well acquainted with the students' learning styles and helps them to learn in their own best way.

The curriculum is interdependent and interdisciplinary. The semesters are divided into topic areas of study (see curriculum map). Issues raised in one topic area will be raised and considered from different perspectives in other topic areas. With an integrated curriculum such as this the focus of the program is on learning outcomes rather than course completion per se. While students do register for particular courses and each topic area does relate to a course, the content material during a semester, with its emphasis on conceptual understanding and skills development, cuts across courses. Successful achievement of the desired outcomes for a semester, then, will result in and be equivalent to successful completion of the courses registered for in that semester.

The method of instruction is a combination of lecture, discussion, and group process. The practical application of the theoretical constructs presented in class and in readings is accomplished through the workshop format that is an integral part of each class meeting. Students work together in small groups to analyze, discuss and experience how the conceptual material introduced by the instructor translates into real-life situations. In this way, students are able to see that the concepts and structure of management apply across many different occupational levels and titles.

Given the nature of curriculum and teaching, the group functions as a unit, with each student becoming an active, integral participant in his/her own learning and that of his/her classmates. For these reasons, attendance at each class meeting is vital and expected in order to facilitate the group process, remain current with the curriculum and remain in good standing with the University.

HUMAN RELATIONS AND ORGANIZATIONAL BEHAVIOR

SEMESTER I: Human Relations - Learning Outcomes

1. The student develops greater awareness of and insight into self.

   A. The student is able to identify personal, educational, and career strengths and limitations.

   B. The student is able to articulate prior learning based on experience.

   C. The student is able to identify and articulate his/her own communication processes and their impact in personal, small group and organizational contexts.

   D. The student is able to identify and articulate his/her personal philosophy and ethics.

2. The student understands psycho-social and philosophical factors and their relationship in human resource management.

   A. The student is able to articulate the development and manifestation of communication processes in personal small group and organizational contexts.

   B. The student is able to analyze personal small group and organizational settings for communication patterns.

   C. The student is able to articulate different philosophical and ethical perspectives.

   D. The student is able to analyze small group and organizational settings for philosophical/ethical patterns.

3. The student applies insight into self and understanding of psychosocial and philosophical factors in personal and managerial decision-making.

   A. The student is able to articulate career, life and educational goals.

   B. The student is able to choose and test viable communication styles from available alternatives in personal, small group, and organizational settings.

   C. The student is able to consciously apply an ethical framework to personal and managerial decisions.

INTERSESSION: Learning Outcomes

The student demonstrates competence in social science research.

A. The student is able to articulate and select from alternative methodologies in designing research projects.

B. The student is able to engage in field research.

C. The student is able to apply statistical techniques in data analysis.

D. The student is able to utilize a technical format in writing research reports.

SEMESTER II: Organizational Behavior - Learning Outcomes

1. The student is able to employ an interdisciplinary approach in analyzing complex organizations and managerial decision-making.

   A. The student is able to articulate alternative models for organizational analysis.

   B. The student is able to consider psychological, sociological and economic factors in organizational analysis and managerial decision-making.

   C. The student is able to engage in organizational analysis and decision-making with human relations issues considered and taken into account.

2. The student understands complex organizational issues and their effect on managerial decision-making.

   A. The student is able to identify the organizational environment and its impact on the individual.

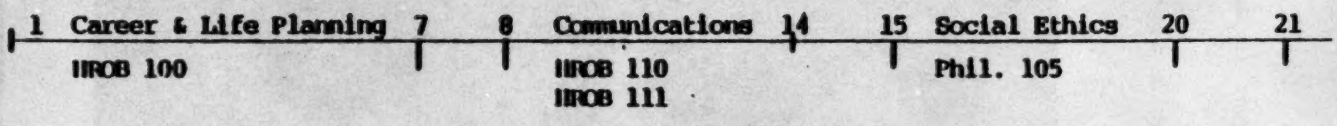
   B. The student is able to articulate concepts of social and organizational change and their effects on organizational planning and administration.

   C. The student is able to identify organizational conflict and choose among alternative models of resolution.

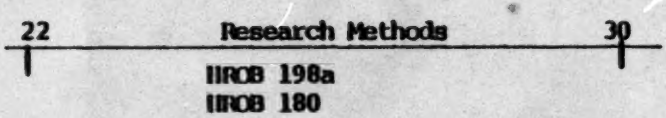
HUMAN RELATIONS AND ORGANIZATIONAL BEHAVIOR

Curriculum Map

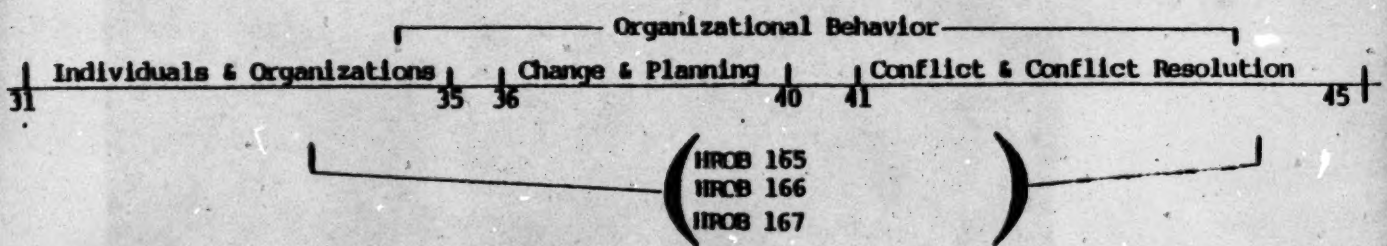
1st Semester



Intersession



2nd Semester



HUMAN RELATIONS AND ORGANIZATIONAL BEHAVIOR

Course Descriptions

Semester I

HROB 100: Career and Life Planning (3)

Emphasis in this course is on the student's explanation of his/her life goal planning, the evaluation and qualification of nontraditional learning and personal student development and self-insight training.

HROB 111: Techniques of Group Leadership (3)

An exploration of gorup techniques for application in a variety of psychological group settings. The course will concentrate on group techniques as well as an in-depth review of the theoretical framework upon which group work is based.

HROB 110: Interpersonal Relations (3)

The student will study the interpersonal interaction of people individually and in groups with attention to the characteristics and causes of behavior in a variety of situations. The influence of culture and personality on interpersonal behavior is examined from a theoretical viewpoint and these theories are tested in a series of human interaction games and simulations.

PHIL. 105: Ethics (3)

A study of the meaning and basis of ethical judgments, with some application of various ethical theories to particular moral problems. Individual sections of the course vary with individual programs.

Intersession - Course Descriptions (continued)

HRDB 198a: Directed Research Project (3)

Students develop, conduce and evaluate significant research projects in the field of psychology under the direct supervision of faculty. Projects would normally be student initiated and may last for one or two semesters.

HRDB 180 : Statistical Methods (3)

Rationale and method of descriptive statistics, sampling, frequency distributions, central tendency, dispersion, standard scores, normal distribution; some inferential methods, sampling distributions, hypothesis testing, simple regression and correlation; introduction to non-parametric methods.

Semester II

HRDB 165: Individuals and Organizations (3)

Emphasis in this course is on the examination and comparison of organizational structures and designs and their effect(s) on employee motivation. The complex relationship of organizations to both individuals and the larger social system are explored with concomitant systems to maximize worker productivity and satisfaction.

HRDB 166 : Organizational Change and Planning (3)

Concerns the examination of the nature of organizational change and the strategies for dealing with change. Alternative planning processes and techniques aimed at improving organizational performance are explored.

HRDB 167 : Managing Organizational Conflict (3)

A study of the nature of organizational conflict and its resolution. Different theoretical models are examined as well as techniques for the utilization of conflict to facilitate the attainment of organizational goals.

HRDB 198b: Directed Research Project (3)

Students develop, conduct, and evaluate significant research projects in the field of psychology under the direct supervision of faculty. Projects would normally be student initiated and may last for one or two semesters.

Appendix B

Subject Area Psychology

RATIONALE:

Since psychology is the scientific study of the experiences and behavior of humans, then any significant area of experiencing or behaving is potentially creditable if viewed or analyzed objectively.

Examples of significant areas of human experiences and behavior are human development throughout the life span (child, adolescent, adult, or old age), personal and social adjustment (normal adjustment processes as well as adjustment to crises as divorce, alcoholism, mental illness, disability, death), humanistic approaches to interpreting experiences and behavior (knowledge of theorists such as Carl Rogers, Maslow, Rollo May), group processes and leadership, and interviewing.

To be acceptable for credit the experiences must not only be adequately described but also interpreted or analyzed in ways comparable to those of present-day psychologists. This requires some familiarity with such specialists and their modes of thinking. For example, a discussion of child development should include an accurate description of stages through which children pass, but also an analysis of important factors influencing development and possible effects these agents might have on future characteristics of persons. Thus the roles of maturation and learning would be considered and possibly theoretical interpretations such as Freud's. Simply describing the experiences or behaviors would be insufficient for receiving credit. The amount of credit awarded is dependent upon the scope of the experience and the depth of the interpretation or analysis.

BASIS FOR ACADEMIC CREDIT:

All psychology courses are awarded upper division credit. The amount of credit awarded is dependent upon length and variety of experience and the depth of theoretical interpretation. <u>For full credit to be awarded, all criteria must be met within the competence area selected.</u>

DEMONSTRATION METHOD:

1. Essay.
2. Pertinent documentation.

SUB-AREA 11: Community Involvement

COMPETENCE:

Extensive experience in a volunteer placement related to human services, with psychological ramifications.

CRITERIA:

1. Ability to analyze learning related to the experience.
2. Documentation of the experience
3. Verification of number of hours
4. The experience must be related to a type of paraprofessional setting that is clearly psychological in nature.

SUB-AREA I Observational Interviewing

COMPETENCE

Ability to understand, apply, and demonstrate a knowledge of effective interviewing skills in a variety of settings.

CRITERIA:

1. Can discuss practical experience and verify participation in interviewing setting.

2. Can analyze types and stages of interviews and identify several of the major kinds of interviews and the appropriate phases that they follow.

3. Can analyze techniques of interviewing and demonstrate general knowledge of major theoretical bases, concepts, and terms which are consistent with current texts on the specific approaches student chooses.

SUB-AREA II: Community Involvement

COMPETENCE:

Extensive experience in a volunteer placement related to human services, with psychological ramifications.

CRITERIA:

1. Ability to analyze learning related to the experience.
2. Documentation of the experience
3. Verification of number of hours
4. The experience must be related to a type of paraprofessional setting that is clearly psychological in nature.

SUB-AREA III Personal and Social Adjustment

COMPETENCE:

Ability to demonstrate a knowledge of the psychological and/or sociological issues related to the process of reaching, confronting, and adapting to a major personal and social issue for the self and significant others. (Specific issues: divorce, stress, illness, death, marriage, and human sexuality).

CRITERIA:

1. Can analyze background and factors precipitating the issue.
2. Can provide a description of confrontation process and issues including personal values.
3. Can analyze the psychological issues of adaptation.
4. Can demonstrate an awareness of the affect on the student and significant others affected by the issue.
5. Can analyze, describe and evaluate the impact of the issue.
6. Can relate readings and theory to the issue which facilitate demonstration of learnings and enhance possibility of credit and/or increase credit.

SUB-AREA IV Psychological Counseling

COMPETENCE:

Can use a recognized therapeutic approach and methodology to effect change within an individual or group. May include a knowledge of abnormal psychology, crisis intervention skills and counselling in a one-to-one group setting.

CRITERIA:

1. Can identify the problem, issue or behavior to be dealt with.
2. Can give a thorough assessment of the problem.
3. Ability to show consideration of ethical issues in making an intervention in the situation.
4. Can demonstrate an adequate understanding of the principles and techniques of the specific approach chosen.
5. Can analyze implementation of a plan based on the intervention.
6. Can demonstrate ability to communicate with the client.
7. Can critically appraise impact, effectiveness and final evaluation.
8. Can provide verification of this experience.

SUB-AREA V Group Processes

COMPETENCE:

Ability to understand theory and practice of effective groups and group functioning. Can show application of leadership skills, working with groups, any of a variety of human potential movement group experiences and aspects of motivational issues within groups in an organizational setting.

CRITERIA:

1. Can analyze practical experience as a participant or group leader.

2. Can provide documentation of this experience.

3. Can analyze underlying theory, used in the group experience.

4. Can provide a demonstration of the understanding of practical application of group processes.

5. If appropriate, can demonstrate an awareness of ethical issues related to the group experience.

6. Can provide a description and evaluation of the impact of the group experience.

SUB-AREA VI Drug Education

COMPETENCE:

Knowledge of physiological, psychological, and sociological issues related to major drugs of use and abuse. May include drug use, drug counselling, alcoholism.

CRITERIA:

1. Can demonstrate direct knowledge of physiological drug effect.
2. Can demonstrate direct knowledge of psychological drug effect.
3. Can analyze sociological effect of drug abuse and causes.
4. Can analyze counselling skills related to drug use.
5. An ability to provide knowledge of a variety of drugs of abuse will enhance the amount and likelihood of credit.
6. Can discuss training courses related to drug use in the student's organization.
7. Can analyze effects on individuals using the drug and effects associated with the drug use.

SUB-AREA VII Humanistic Psychology

COMPETENCE:

Ability to demonstrate a knowledge of the psychological issues related to the development of human wholeness, uniqueness, identity, meaning and values, self-actualization, fulfillment and creativity.

This may involve one or more of the following: analysis of one's own life with regard to the search for any or several of the above issues (i.e. meaning, self-actualization, fulfillment, etc.), analysis of a significant other's life with regard to the same, or demonstration of an understanding and comparison of the theories of several humanistic psychologists (Maslow, Rogerts, Buhler, May, Erikson, Fromm, Frankl).

CRITIERA:

1. An analysis and comparison of the theories of several humanistic psychologists.

2. An analysis of a significantly long period of one's own, or another's life in terms of one of the humanistic theorist's interpretation.

3. A thoughtful analysis as to how one has personally developed toward any of the first mentioned issues-- wholeness, uniqueness, identity, meaning, self-actualization, fulfillment.

4. An understanding of more than one humanistic psychologist's theories will enhance the possibility of increased or maximum credit.

SUB-AREA VIII Child Development

COMPETENCE:

Ability to demonstrate an understanding of the physical, mental, emotional and social development of infants and children.

This may involve one or more of the following: understandings derived from observations and analysis of one's own infant and child; understandings derived from working with children as a teacher, relative, volunteer worker, etc.; understandings derived from reading in the professional or semi-professional literature on infant and child development.

CRITERIA:

1. Accurate descriptions of the kinds of developments mentioned above.
2. Analysis of the general patterns of development which occur, i.e. physical and motor development from upper to lower parts of the body, emotional development from generalized to specific responses.
3. Factors which influence development, i.e. roles of environmental factors such as stimulation and affection, and role of hereditary factors.
4. Having read some books on child development such as Spock, or understanding theories of child development such as Freud's, Erickson's, Piaget's, or Kohlberg's will enhance the possibility of increased or maximum credit being granted.

SUB-AREA IX Developmental Psychology II

COMPETENCE:

Ability to demonstrate an understanding of the physical, mental, emotional and social development of humans from puberty through old age.

This may involve one or more of the following: knowledge of the above developments derived from a careful analysis of one's own development through a signficant period of time (i.e. from puberty through young adulthood), knowledge of the same derived from observations and analysis of another's development (i.e. one's offspring in adolescence and young adulthood, one's parent in adulthood and old age, or one's friend's development), or knowledge derived from reading in the professional or semi-professional literature on adolescent and adult development (i.e. Sheehy's Passages).

CRITERIA:

1. Accurate descriptions of the kinds of developments mentioned above.
2. The roles of various factors which influence normal or abnormal development.
3. The critical issues or normal crises which occur at each developmental level.
4. Understanding of theories of human development, such as Freud's, Erickson's, Jung's, Sheehy's, Gould's; and awareness of any of the current books on adult development will enhance the possibility of increased or maximum credit being granted.

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